

“Goldilocks and The Three Bears” (A Closer Look...)

Lesson Plan:

The students will be able to use Bloom's Levels of Critical Thinking to analyze an old fairytale. Students will record their answers individually and then share with their designated group. Group sharetime will occur at the end of our discussion.

Learning Targets:

1)5R.2.1 Students can utilize comprehension strategies while constructing meaning.(Application)

**I can make connections from text to self.(5.R.2.1)*

KNOWLEDGE) List the items used by Goldilocks when she was in the bear's house:

**I can draw conclusions from the*

text.(5.R.2.1)

COMPREHENSION) Explain why Goldilocks liked Baby Bear's chair the best:

* I can compare and contrast.(5.R.2.1)

* I can identify personification(5.R.3.3)

ANALYSIS) Compare this story to reality. What events could not really happen?

2)5 R.4.1 Students can examine and compare texts from various cultures, time periods, and geographical locations.(Analysis).

*I can explain the geographical location of a text.

SYNTHESIS) Propose how the story would be different if it were:

Goldilocks and the Three Fish (beach setting)

Goldilocks and the Three City Pigeons (metro setting)

Goldilocks and the Three Frogs (swamp setting)

Goldilocks and the Three Hyenas (Africa plains setting)

OTHER THOUGHTS:

How would the story be different if you substituted other items for these in a modern day setting:

bread and jam vs_____?

tie her shoe vs _____?

flower basket vs _____?

meadow to pick flowers vs _____?

pretty yellow bird vs _____?

porridge vs _____?

breakfast vs _____?

VOCAB TO DEFINE:

porridge=

parlor=

intrigued=

cautiously=

THE MORAL OF THE STORY...

(the “meaning” of the story, or “message” that the author is trying to send to the reader)

Your opinion is....

5.R.5.2 Students can identify the author's purpose in argumentative and persuasive text.

*I can identify the main ideas of a persuasive text.

EVALUATION) Judge whether Goldilocks was good or bad. Defend your opinion. Consider examples of Goldilocks “manners” given throughout the story.

SOME RULES:

1.) BE PREPARED TO SHARE WITH YOUR CLASSMATES CONCERNING THE ABOVE CATAGORIES.

2.)DESIGNATE A SECRETARY TO RECORD YOUR GROUP IDEAS.

3.)DESIGNATE TWO ARTISTS TO ILLUSTRATE YOUR IDEAS IN COLOR ON BULLETIN BOARD PAPER.

4.)DESIGNATE A SPOKESPERSON TO EXPRESS YOUR GROUP IDEAS.

HAVE A GREAT TIME WITH THIS STORY !!!

LET YOUR IMAGINATION RUN WILD !!!

